DOCUMENT RESUME

ED 107 317 JC 750 357

AUTHOR Oastler, John
TITLE Buffering Action of Advisory Committees in Tech Programs.
INSTITUTION College of DuPage, Glen Ellyn, Ill.
NOTE 45p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Administrator Role; *Advisory Committees; Citizen Participation; Industrial Education; *Junior Colleges; *Power Structure; Program Coordination; Program Effectiveness; *School Industry Relationship; *Technical Education
IDENTIFIERS *College of DuPage

ABSTRACT

Recent studies show that committee members are committed to their goals in a degree equal to their control of goal implementation. Results of a questionnaire sent to the 27 vocational-technical program coordinators at the College of DuPage (Illinois) asking them to indicate the frequency with which certain activities were engaged in by advisory committee (AC) members, showed low levels of both commitment and control--AC members were most likely to do that which called for little effort or time and their recommendations were seldom implemented. Because these AC members represent local business and industry, they can be effective in providing employment for the college's graduates and in keeping technical programs in tune with current needs. In order to increase their effectiveness, (1) they should have more control of the conduct of the programs; (2) they should be directly supervised and selected by the college president or his designates, instead of by program coordinators who have less prestigious business contacts; (3) they should be given more recognition; (4) they should be involved in long-range projects to support the college; (5) they should participate in the recruitment and selection of students; (6) their recommendations should be considered; (7) new AC members should be provided with training sessions; and (8) adequate records of graduate placement and AC work must be kept. The questionnaire and tabulated responses are appended. (DC)

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Buffering Action of Advisory Committees in Tech Programs*

by

John Oastler Ph.D.
College of DuPage
Glen Ellyn, Illinois 60137

*This study was made possible through the College's Department of Institutional Research, Dr. Steven Groszos, director, and the Dean of Instruction, Mr. Theodore Tilton. Robert Phillips of Institutional Research performed the interviews. I am grateful to Professor Daniel Lortie, Department of Education, University of Chicago, for his suggestions and comments in regard to this paper.

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Organizations turning out products in a fluctuating commodities' market must build structures to alleviate the strains that could otherwise seriously alter their production schedules. In economically bad times, these structures will buffer the harsh effects of low sales. The simple device of buffering, useful to stabilize the internal conduct of organizations, usually requires visible structure, such as a warehouse, a stockpile, where raw materials and finished products can be stored when sales are down.

The problem giving rise to buffering action is each organization's need to cope with uncertainty in its environment. Buffering "absorbs environmental fluctations,"[1] according to James Thompson in his book Organizations in Action. If one assumes that educational institutions turn out human "products," with respect to the educational accoutrements furnished students who are transformed into graduates, i.e., the educated, then he is led to believe they, too, must have stockpiles of potential students and of graduates. Yet for buffering to be effective, there must be some mechanism, an organizational structure, to facilitate particularly the entry of the graduates into the labor force.

In the community colleges, which are concerned to place their vocational graduates into appropriate industrial positions, usually mid-management or trades possessing higher

prestige, the advisory committee for each tech program is the buffering agent. A publication of the American Association of Junior College enumerates the ways in which the advisory committee can help a technical program; and the activities listed appear part of buffering.[2] The primary objective of the advisory committee, according to the author, Albert Riendeau, is to help the community college in its objective of serving industry in its area. This goal is just one of many, integrally interwoven by its mission--serving local people through educational offerings and programs. Looked at in terms of the services provided, the community college can indeed be likened to an organization which turns out products of use to the community.

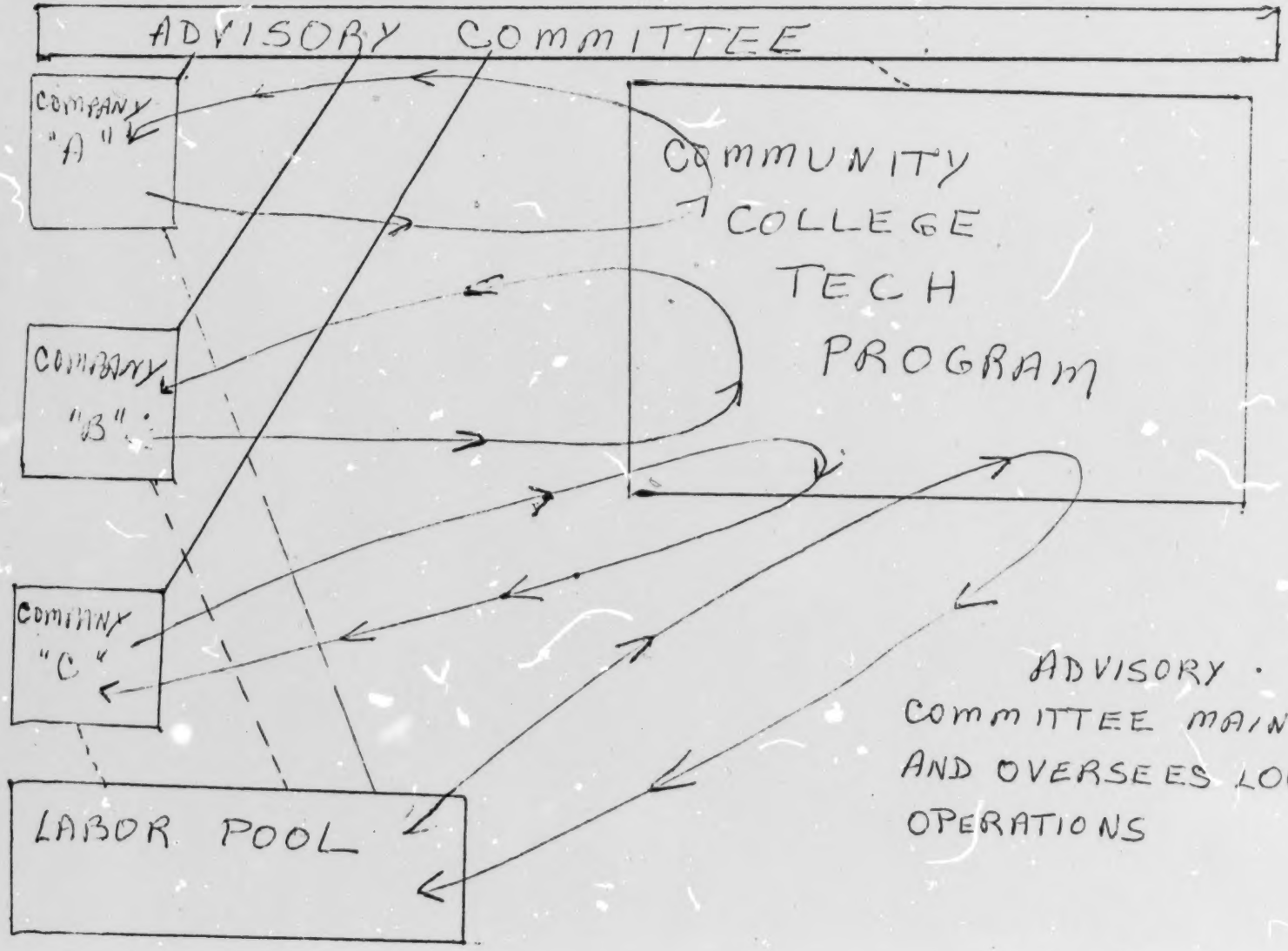
Riendeau explains the model of community service the typical community college provides through its vocational programs by taking two cases in point.

> A basic feature of the public junior college is that it serves the special needs of its own community. Four of the five colleges in Santa Clara County, California, for example, have occupational curriculums heavily weighted in electronics and space technology courses; their student bodies include a large number of part-time students who work on missile-related jobs at Lockheed Missiles and Space Company, United Technology, Sylvania, Hewlett-Packard, and other space firms in the county. . . Foothill College in California was an early pioneer in the training of inhalation therapy technicians, a course that was developed at the request of nearby Stanford Palo Alto Hospital officials.[3]

In regard to these examples, Riendeau describes the elements of a model utilizing the advisory committee as a buffering agent for the tech program (see table 1, page 3). Students

TABLE 1: MODEL OF ADVISORY COMMITTEES

WHEN TECH PROGRAMS ARE SERVICES TO INDUSTRY



in the program have either ties with industry already, i.e., are employed in the industry prior to entering the community college, or are being prepared for a position which industry needing trained personnel, is requesting. At the outset of establishing a tech program, industry is providing the stimulus for the program and from that moment, demonstrates its involvement. The involvement must continue.

> . . . most college representatives are quick to admit the value of outside assistance in keeping occupational educational programs in tune with the needs of the world of work.[4]

This official publication of the AAJC admits that keeping these programs "in tune" implies that advisory committee members, drawn from industry for the most part, must put forth a "great deal of effort." But if the programs are serving industry by meeting the needs of industry for trained personnel, it would seem to follow that committee members will be benefiting themselves, as industrial people, by participating in the buffering effort.

A list of specific activities for the committee is given: do public relations, aid in job placement of graduates, recruit students and faculty, review the curriculum, provide internships to offer the student on-the-job experience; even, support vocational bills in the state legislature. These acts of buffering will permit the community college to maintain particular tech programs serving industry.

College of DuPage has reorganized its central administration responsible for coordinating tech programs

and with the institutional restructuring came a reawakening to the fact that each tech program has an admisory committee. Central administration, together with the citizen's district board governing the college, wanted to know something about the current activities of advisory committees of the college. A study was called for and is herein reported.

There are 27 functioning committees. Three programs do not have advisory committees but committees for them are being currently formed. Every tech program is headed by a coordinator, who also is involved in the work of the advisory committee of the program he coordinates. Usually, the coordinator rounds up members to serve on the advisory committee.

What does it mean to be an "advisory committee member?" In order to describe the activities of the advisory committee, it is worthwhile to cast the committee in further theoretical relief by examining the concept of membership on any committee. The organization theorist Amitai Etzioni offers some insight into the role of the member. He tells us, for one thing, that a member will have "at least some, usually quite strong, moral commitment to their organization," i.e., to the advisory committee in this case.[5] Furthermore, the term implies something about the performance record one can expect from a member.

> **Members** is used to refer only to lower participants who are highly committed, medium on subordination, and low on performance obligations.[6]

That is to say, we ought not to expect very much work out-put from committee members, as compared to, say, employees who are earning a living from the energies they expend.

On the other hand, the model proposed by the AAJC implies a different role than that ascribed to the person termed a member of an organization. Since the tech program is serving industry, it appears in the model that the advisory committee member is a representative for a customer, viz., for industry. Customers not only are low on performance but on subordination to the particular organization, here, the advisory committee itself, but indirectly, the college.[7] Moreover, control by the college over the actions of the advisory committee members can be inferred from Etzioni's theoretical typology to be minimal.

If the college is to gain compliance from industry and the representatives on the advisory committee, it must assert power. Usually, the power exercised by a college is normative, but Etzioni contends that the exercise of normative (or, indentitive) power secures only moral involvement.[8] For Etzioni, moral involvement does not imply anything about performance, unless the individual is thoroughly socialized to respond to symbolic reinforcers, such as grading, praising and scolding, and the college's prestige.[9]

In terms of Etzioni's theory, we should say that the college can use normative power for buffering action, if it is maintaining the values of industry in its educational

process. The need for socializing advisory committee members to college is mirrored as the need for college to be socialized to industry. Thus, another way of stating the case in which the community college wishes to gain industry's compliance through normative power is that the college's tech program must be what industry wants. As representative of his company and his industry, the advisory committee member is indeed holding the scepter of industry's power, i.e., remunerative power, which the tech program must draw upon in buffering. The challenge for the community college is to motivate the advisory committee member to deploy industry's power for the good of the program.

Strategy is very important to the college. It must calculate what it is prepared to do for industry, if it is to serve and thus become the beneficiaries of industry's most useful power to hire the college's graduates. The model proffered by the AAJC suggests that whenever a college's tech program actually does serve industry, industry is morally bound to comply with the demands of the college. This model seems theoretically justified in the typologies of Etzioni.

To the degree that the tech program is set up to meet the demands of industry, the college should anticipate placement of its graduates. And, with reference specifically to the advisory committee, the greater the control of this committee over the program, the greater the amount of

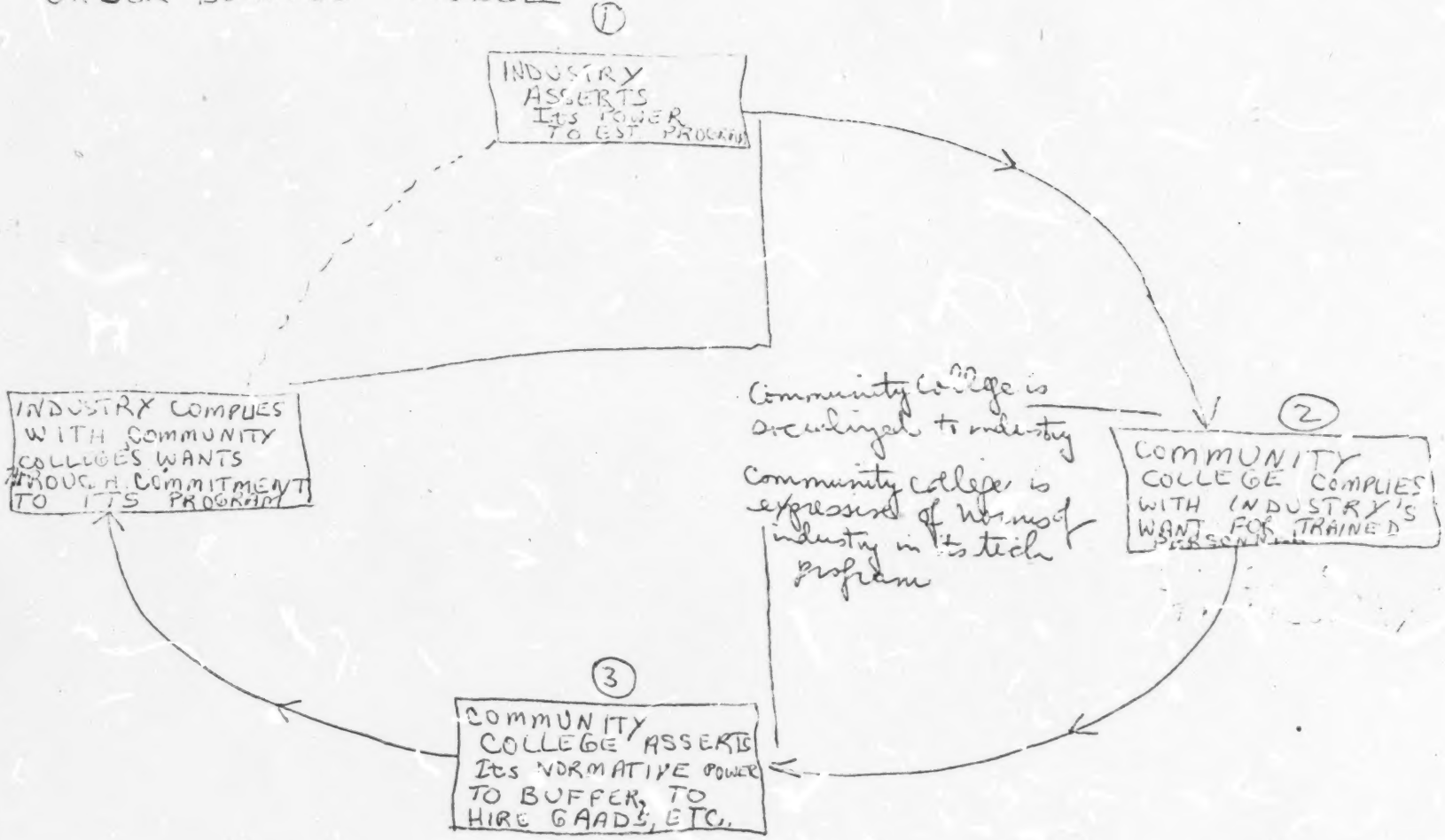
buffering committee members will be involved in doing. The college is placed in a position of being "just about" an employee of industry. The theoretical description is implied by another recent study of tech education at the college.[10]

The state of affairs existing between industry and the community college is portrayed in terms of dynamic assertions of power by each (table 2, page 9). Industry will respond to the college's buffering actions that pave the way for a graduate's placement into industry, only if the technical education of the college is serving industry's demands, i.e., complying under industry's remunerative power. The assertion of control is seen as reciprocal, each exercising control to gain compliance, only after industry's perspective becomes that of the community college tech program. Etzioni contends that in order for power to be successfully exercised, the agent who is to comply must be socialized to the mechanisms through which power is asserted. Because industry is more like a customer than an employee, in order to assert normative power upon industry the college must become socialized to the perspective of industry.

If the theoretical description is correct, then with respect to the advisory committee members, we should expect that those committees of College of DuPage where there is greater control over the conduct of the committee, over the program itself, will also have greater participation in the

TABLE #2 –

RECIPROCAL CONTROLLING FEATURES OF INDUSTRY AND THE COMMUNITY COLLEGE IN TECHNICAL EDUCATION UNDER BERVICE MODEL


①
INDUSTRY ASSERTS ITS POWER TO EST PROGRAM
②
COMMUNITY COLLEGE COMPLIES WITH INDUSTRY'S WANT FOR TRAINED
③
COMMUNITY COLLEGE ASSERTS Its NORMATIVE POWER TO BUFFER, TO HIRE GAADS, ETC.
INDUSTRY COMPLIES WITH COMMUNITY COLLEGES WANTS THROUGH COMMITMENT TO ITS PROGRAM
Community College is accountable to industry
Community college is expression of norms of industry in its tech program

buffering actions of the program. In terms of this study the hypothesis stemming from the theoretical points made above is, the greater the control of the program and the affairs of the committee by the committee members, the greater the degree of commitment to the program on the part of committee members.

The Criteria for Commitment and those for Control

To determine the level of commitment committee members had to the particular program they are advising, the list of activities set forth by the AAJC in the Riendeau publication was used. Twelve activities were deemed relevant, e.g., reviewing curriculum, raising money for student scholarships, selecting students for the program (questions 2-12 of the questionnaire. See Appendix A.) and placing grads in companies at which the advisory committee members work (question 23).

In a questionnaire sent to each coordinator of a program, the coordinator was asked to tell the frequency with which these activities are engaged in by committee members or the extent to which it is done. Though the coordinator was sent the questionnaire through the mail, he was told to expect a phone call to arrange a time for the coordinator to give his answers over the phone or in person through the interview process. Approximately 4 of the 27 coordinators[11] preferred to fill out the questionnaire on their own without being interviewed. The rest were

individually interviewed, usually on the phone; but occasionally a coordinator preferred visitation.

To determine whether the responses being derived were useful, an initial version of the questionnaire was administered to 3 tech coordinators via personal interview. Some typographical errors occurred in the final questionnaire, but none too serious to impair obtaining useful information for the study. An interviewer, relatively unknown to the college's faculty, performed nearly all of the interviews. To assure accuracy in reporting, the coordinator was encouraged to fill in his answer with details of specific instances of the activity he claims committee members are doing and to supply a list of 3 committee members who could be contacted to get their responses to the same questions.

In order to measure the control variable, i.e., the extent to which the advisory committee members are controlling the committee and the tech program itself, there were several criteria employed: (a) the respect shown to the committee members by the college. Questions 15, about inviting the members to college functions, 16 and 17, about heralding the members' achievement on behalf of the program and 32, concerning where the chairman of the advisory committee meets with the coordinator were aimed at registering the amount of respect shown the committee members. With regard to question 32, it was reasoned that

the college coordinator shows greater respect by meeting with the chairman of the committee (assuming there is one who is not the coordinator himself) at the chairman's office or place of business. (b) the selection of committee members on the basis of criteria and with regard to processes clearly giving industry greater say on the running of the program. Question 28 of the questionnaire elicits responses cast in the coordinators' conceptual framework. Responses obtained were categorized into 9 classes and each particular method was recorded into one of these. The method employing industrial sources, e.g., relying upon a "who's who" book in the industry, as a means to find members, was singled out as letting industry have greater say, since very likely these persons in the field have been favorably evaluated by their peers. Responses to question 29, also permitting the coordinators to answer in their terms, were categorized into 11 different categories, and each response item was recorded through one of them. The categories of selection, knowledge of a particular field, represent wide variety of businesses in the industry, and professional leadership in the business or in some cases, in the industry, were considered essential to giving industry greater say on the program. (c) the placement of grads of the tech program into industry. Questions 25 and 26 were designed to probe this factor. It was assumed that the grad who goes on for further training at the university may eventually seek placement in the particular

field or a related field in which he took a tech.degree from a community college, so that industry could claim that it is influencing the behavior of the graduate by means of the program to the degree that the graduate enters the field for which he was trained. (d) control of the committee by the industry. If there are many members on the committee, and if many are members of professional organizations, or are administrators, or labor representatives, and if the committee members choose their own committee chairman to lead them from among themselves (thereby excluding the coordinator), then there is much greater control of the committee by industry. Questions 13, 19, 20, 21 and 31 obtained usable information concerning the control-of-the-committee factor. (e) implementation of the committee's recommendations. To the degree that the committee's recommendations are adhered to by the community college, then industry is exercising control upon the program. Questions 30 and 36 with a verifying question, number 35, elicited responses concerning this factor.

A weighting procedure was adopted for each of the two variables, i.e., commitment and control. Numerical possible scores for the particular criteria of each variable were assigned and a formula developed for determining the actual score on every criterion. The score made on a variable by a tech program was the sum of the established criteria scores. Appendix C records the various weighting

procedures, while Appendix B enumerates the categories for questions 28, 29, 30, 31, and 35; and tabulates the responses from 27 coordinators.

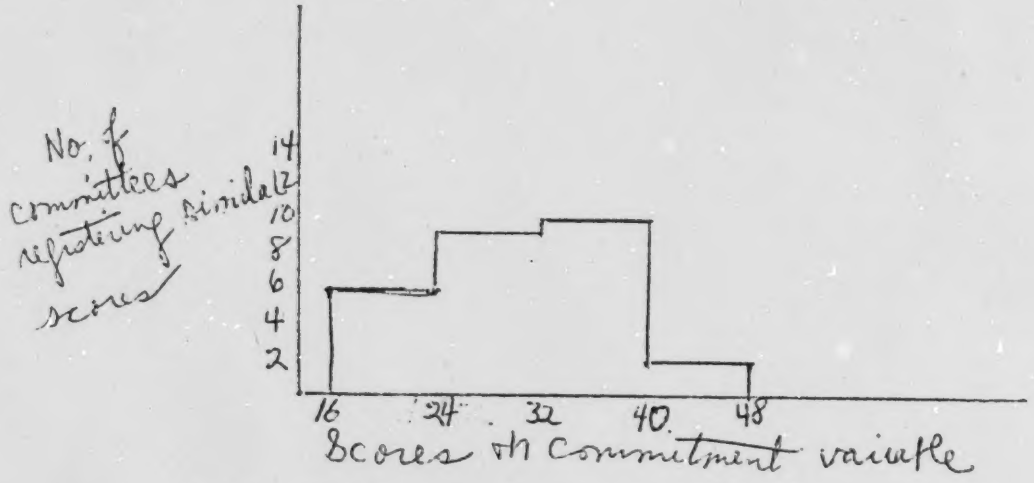
Looking at just the degree of commitment of advisory committee members

Out of a possible commitment high score of 54 and a low score of 11, a spread of 43 points, the mean and median came very close to one another, 29.2 and 31, respectively. Only 2 committees scored in the 75% effectiveness range, with scores above 40 (see table 3, page 15). Fifteen committee commitment scores are below the 50% effectiveness point of 32.5. On the whole, commitment scores are not high.

For four of the 11 activity items, questions 2-12, half or more of the committees are reported to be actively involved: providing equipment or furnishing instructional facilities, scheduling field trips to industry, addressing the program's students, aiding in the placement of the program's graduates. Six coordinators reported that 6 or more graduates of last year's graduating class were placed in companies at which advisory committee members work, while 5 coordinators claimed they did not know whether or not graduates were so placed, and 5 claimed that none were hired by these companies.

Committees as a group scored especially low on the following 4 items: obtaining public support for financing

TABLE 3: SCORES OF COMMITMENT OF COMMITTEE MEMBERS TO PROGRAM



N=27

MEAN SCORE 29.2
MEDIAN SCORE 31
MODAL SCORES – 19, 26, 34
50% EFFECTIVENESS POINT – 32.5

the program, raising money for student scholarships, securing donations from industry, and selecting students for the program.

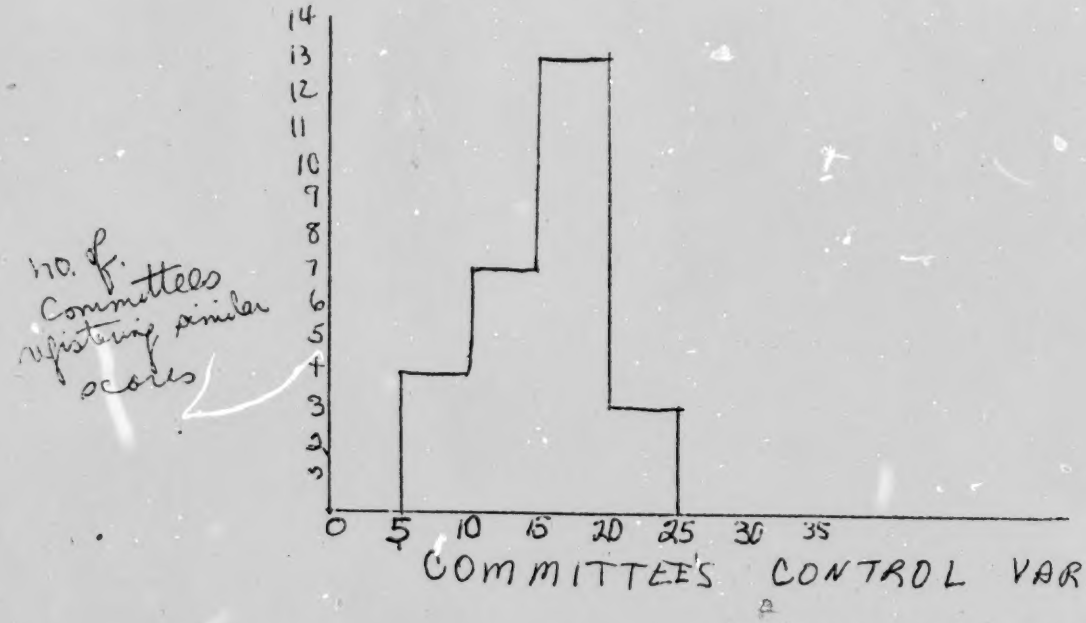
In summarizing these findings, it appears that committee members are most likely to do that which calls for little effort or time, and the methods of accomplishing the activity are straightforward and clear, e.g., giving an address to students about the occupational area. Activities requiring planning and concerted effort over a longer time period are less likely to be performed, e.g., raising money for student scholarships and obtaining public support for the tech program.

Looking at just the degree of control of advisory committee members

Scores about this variable could range from a high of 35 to a low of 0, although they did range from a high of 23 to a low of 7. Just as in the case of the commitment variable, mean score and median lie very close, 14.3 to 16; and are near the 50% level of control, 17.5 (see table 4, page 17).

Noticeably low is the score on the respect of the advisory committee members. Out of a possible 4 points, the typical score was 0! The enforcement of recommendations made by the advisory committee was remarkably low, too, hovering at a mean of 2 out of a 7 point scale arbitrarily assigned, in which 5 was the actual high for the criterion.

TABLE 4: INDUSTRY'S CONTROL OVER ADVISORY COMMITTEE AND TECH PROGRAM
as reported by tech coordinators



MEAN SCORE - 14.3
MEDIAN SCORE - 16
50% LEVEL OF CONTROL - 17.5
MODAL SCORE - 16

N=27

Indeed, the industrial representatives have a minor effect at the moment on the programs, even on the conduct of committee affairs in terms of the criteria of control and the reports by the coordinators. In two cases the control score is above 20, one reaching 23, or operating at a level of .66.

The data of questions 28 and 29 indicate the lack of consensus among the coordinators concerning what the advisory committee members are to do. Most coordinators reported that committee members are selected for their knowledge and expertise in a particular industry, but after that only the interest of the prospective member in the program and his role of complimenting the knowledge and expertise of the other members is agreed upon by the majority of coordinators.

The advisory committee appears to be operated as a private club. The coordinator selects the members in most cases or in many instances, the members on the committee think of others who might be willing to serve. (We learn from the responses to question 37 that the member is virtually assured of lifetime membership, since there is no time limit or tenure period.) Then too, the coordinator is apparently wide-open to suggestions for people to serve.

Correlating Commitment and Control Variables

Despite the fact that commitment and control scores were never higher than the 75% level for either variable,

one notes a similarity of look in the graphs of tables 3 and 4. Particularly obvious is the sharp drop in reports of the higher scores, as compared with the gradual rise in the number of committees with similar scores.

Table 5 summarizes the relation between commitment and control in terms of high and low scores in each. To arrive at the summary of relating scores on the two variables, the mean score was selected as the cut-off between high and low scores on the particular value. Since each mean was to the nearest tenth of a whole number, the next number was chosen as the beginning of values in the high category for that variable. Thus, the mean of 14.3, serving as cut-off value between high and low scores was interpreted to imply that a score of 15 on the variable is high, but a score of 14 is low.

The correlation is statistically significant to the .05 level, using Chi-square analysis. This means that the hypothesis of the study was supported, commitment varies directly with control such that the greater the control, the greater the commitment. What theory and previous study has led us to believe was substantiated in fact.

Of interest, too, is the cell of high control-low commitment. That about 20% of the programs fall within this category makes it worth paying attention to. Here, the committee members are asserting relatively high control upon the program yet are relatively low in commitment. By

TABLE 5: CORRELATING CONTROL AND COMMITMENT VARIABLES

CONTROL (independent variable)	COMMITMENT (dependent variable) LOW (11-29)	COMMITMENT (dependent variable) HIGH (30-42)	
High (15-23)	5	11	
LOW (7-14)	8	3	
Totals	13	14	

N = 27

Correlation is statistically significant to .05 level of significance, using Chi-square.

way of comparison, a mere 10% of the advisory committees are categorized in the table, high on commitment, low on control.

Table 5 (see page 22) presents the scatter of scores recorded by each program. The crudeness of the measuring instrument could account for the lack of closer scores about the least-squares line. Nevertheless, relation between the variables is obvious.

Recommendations arising from the present study

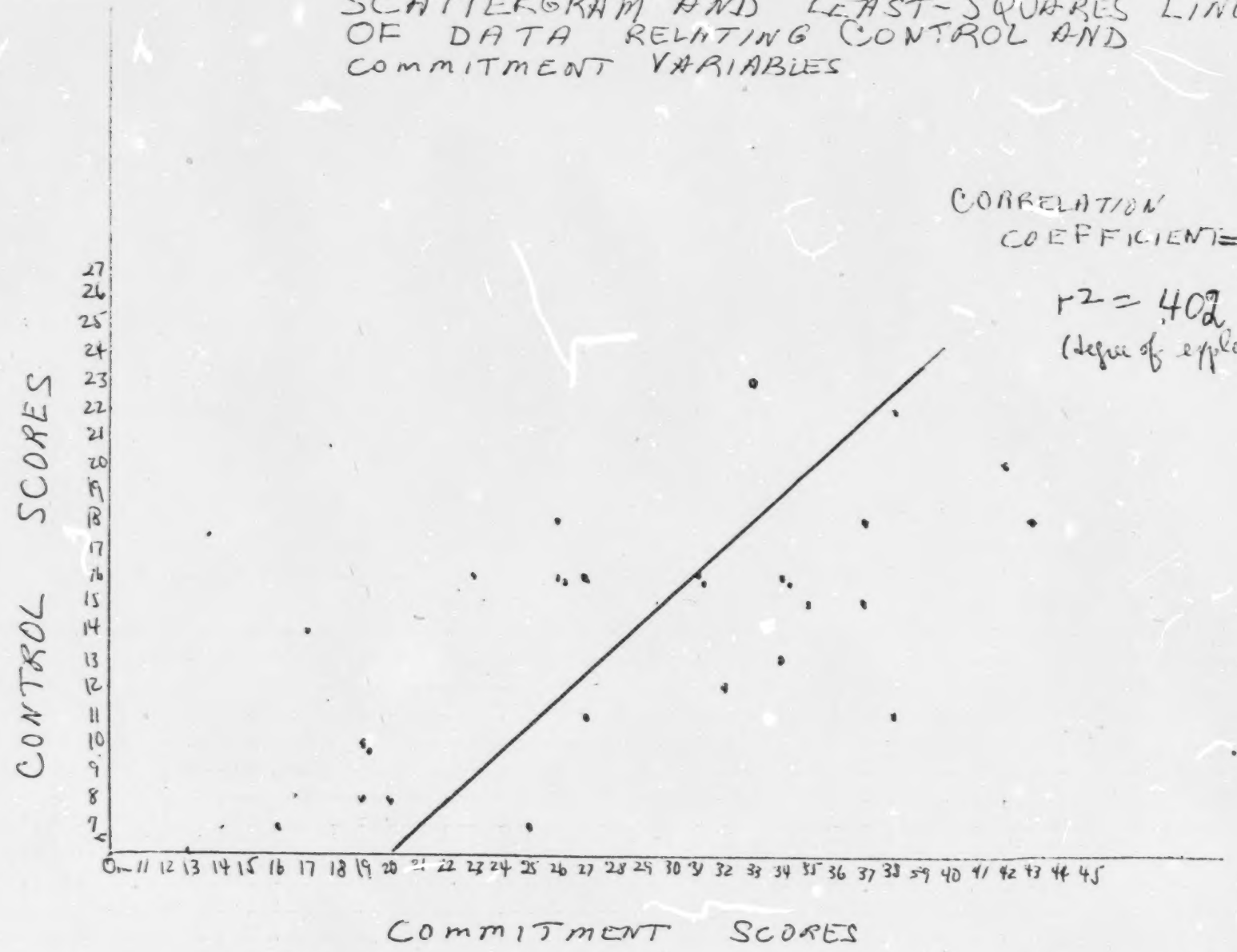
As a result of this study and its findings, the following recommendations appear in order as means to improve the effectiveness of the buffering actions of advisory committees at College of DuPage:

1. To increase buffering, the advisory committees should have greater control in the conduct of the vocational and technical programs of the College. Actually, the degree to which advisory committees are in control of the programs now is not high. By increasing their control we should expect an increase in their commitment to the program's success, which is obviously related to the graduates' fortunes.

2. To open up the advisory committees to greater industrial control, the advisory committees should come under the direct supervision of the President of the College or his designates, e.g., the Dean of Instruction. Presently, committee members are retained without thought of termination of their service. They are selected frequently without apparent regard to the position of influence they hold. The coordinator is in charge of securing additional members in most cases. By placing the advisory committees under the supervision of the President, who is a prominent member of the community, the

TABLE 6

SCATTERGRAM AND LEAST-SQUARES LINE OF DATA RELATING CONTROL AND COMMITMENT VARIABLES



committee may attract prestigeous administrators from business. Importantly, it should lessen the factor of comradery as a means for selecting or retaining any member. Moreover, as the data shows, only in 13 instances is the chairman elected from the membership. For some, the chairman is unnecessary. Yet, if there is a chairman drawn from industry, it is likely that industry will express their concerns and develop their rules and regulations concerning the program.

3. In order to ensure that buffering is taking place, adequate records must be kept concerning the placement of graduates and the work of the committees. Sixteen coordinators report that their files are not up to date concerning the fate of their grads; and two coordinators claimed the question asking whether their files are up to date (number 33) was not applicable. It is the business of central administration and not the coordinators to assure the community of its quality programs (i.e., to act as buffer to these programs).

Moreover, a yearly record of the accomplishments of the advisory committees and impending activities should be retained by central administration. As part of its coordinating function among the tech programs, central administration should know what is going on to further the interests and objectives of the college and to coordinate these with the objectives of the particular programs.

4. The College should conduct a short series of training sessions each year for new members of advisory committees. In this way, central administration can coordinate the expectations the member should have concerning what is expected of him and what is the reason he is being asked to serve, etc.

5. Advisory committee members should be granted due recognition and respect for their services. Particularly, the public relations department of the College should publicize the achievements of the various committee members, as well as have such announcements carried in the college's newspaper.

6. Committee members should be engaged in long-range projects to support the tech program with which they are connected. If the members themselves were to plan and execute a drive for community support or business support of the program, they might greatly help the program.

7. The College is not sufficiently listening to the advisory committees. Therefore, it is similarly reasoned that recommendation #2 be followed, to permit a free exchange between the college's administration and the representatives of industry.

8. The advisory committees should aid in buffering by participating in the recruitment and selection process of students for the program. If they are to help "sell" the graduate to industry, they likely need to be convinced that the individual in the program is worth the effort and the time.

Looking to the future: some observations

In that industry appears an essential element in structuring a technical program, if that program is to service an industry, professional organizations across the

country should be setting up curriculum guidelines and donating equipment for use by students.

Talking over the results of this study with the coordinators who scored high on both criteria, I could see that certain professional groups are already acting to control the curriculum through certification of a college program and to assure placement of graduates by assimilating the students, even as they go through the program, into their business by means of an internship program. If the community college can get by with coordinating the recruitment of students from the ranks of potential personnel and instructing on equipment furnished by industry or equipment of industry, the community college would find its buffering tasks greatly obviated.

By permitting industry greater control of community college career programs, the educator is not in any obvious way abrogating his responsibilities to the student. As the present study shows, there is typically not more than 50% control exercised by advisory committee members over their particular program. Perhaps, much greater control could be granted industry without threatening the educational value of the program. One is reminded of the mentor method of education in vogue centuries before the existence of colleges. Under that system, the student acted as an apprentice, whose actions were closely supervised. Industry was truly in control of the education the student received. Today, the community college is alleviating some of the burden upon the

shoulders of busy professionals by offering training outside the industrial complex. But a program's curriculum is tied to what goes on in industry, and probably, the community college should not attempt to touch the bonds which grow between employer and the worker.

Footnotes

1. James Thompson, Organizations in Action (New York: McGraw-Hill, 1967), p. 21.

2. Albert J. Riendeau, The Role of the Advisory Committe in Occupational Education in the Junior College (Washington, DC: American Association of Junior Colleges, 1967), chapter 4.

3. Ibid., pp. 17-18.

4. Ibid., p. 41.

5. Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: Free Press, 1961), p. 17.

6. Ibid., p. 19.

7. Ibid., p. 18.

8. Ibid., p. 12.

9. Ibid., chapter 7. Also, see Etzioni's discussion of the need of socialization to secure control in "Organizational Control Structure," Handbook of Organizations, edited by James G. March (Chicago: Rand McNally, 1965), pp. 655-664.

10. John Oastler, "Putting the Curriculum to the Test," American Vocational Journal, 50, no. 3, March, 1975, pp. 30-31.

11. At the college, one individual may coordinate more than one problem, so that 25 individuals were the respondents concerning the 27 programs.

Appendixes

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OCCUPATIONAL PROGRAM ADVISORY COMMITTEES

1. Does your advisory committee meet on a regular basis?

   A. Yes B. No

   If A, then: Does it meet;
   a) once a year
   b) once each quarter
   c) once a month
   d) once a week
   e) other which is_____

   If B, then: Can you recall when it <u>has</u> met and explain why not <u>regularly</u>?

_____

_____

_____

In #'s 2-12 below, <u>first</u> indicate how often at least one member of your advisory committee participates in each listed activity by circling one of the choices A-E, <u>and then</u> list all details regarding the last occurrence of each activity (using names, dates, places) in the appropriate space.

A	B	C	D	E
More than twice a year	Twice a year	Once a year	Once in two years	Less than once a year

2. A B C D E - Provide equipment or furnish instructional facilities.

_____

_____

_____

3. A B C D E - Make recommendations for changes in the curriculum.

_____

_____

_____

4. A B C D E - Obtained public support for financing our occupational program either from the state board, the legislature or locally.

5. A B C D E - Raised money for student scholarships.

6. A B C D E - Secured donations from industrial sources.

7. A B C D E - Scheduled field trips to industry.

8. A B C D E - Addresses your students or meetings at the College.

9. A B C D E - Aided in the recruitment of faculty.

10. A B C D E - Was involved in selecting students for the program.

11. A B C D E - Aided in the placement of our graduates from the program.

_____

_____

_____

12. A B C D E - Interpreted the instructional program to either industry and the community or to the high school students in the vicinity.

_____

_____

_____

13. How many committee members are there? a) less than 3, b) between 3 and 5, c) between 6 and 10; d) over 10.

14. Is there a policy which requires that names of current advisory committee members be recorded and published?

A. Yes B. No

If A, then how is this list published?

_____

_____

If B, why not and are there plans to do so?

_____

_____

15. Is there a policy which makes invitations for college functions available to advisory committee members including games, plays and entertainment?

A. Yes B. No

If A, are these members given free admittance to any of the above?

_____

_____

If B, why not and are there plans to do so?

_____

_____

16. As a policy, are there news releases through our college's public relations department concerning the achievements and awards received by members of the advisory committee?

A. Yes B. No

17. As a policy, are the achievements and awards received by individual members of the advisory committee published in the school paper?

A. Yes B. No

17A. As a policy, are advisory committee members selected so that the committee will be comprised of persons who represent the constituencies your program attempts to serve?

Yes No

_____

_____

18. How many representatives of the community-at-large, i.e., those not directly connected with industry or professional organizations in the particular field, are there on your advisory committee?
a) none, b) 1-3, c) 4-6, d) Other--please specify_____

19. How many are there on your advisory committee who are in administrative or managerial positions in industry? a) none, b) 1-3, c) 4-6, d) 7-9; e) more than 9.

20. How many representatives from professional organizations or associations, other than labor unions, are there on your advisory committee?
a) none, b) 1-3, c) 4-6, d) 7-9, e) more than 9.

21. How many representatives from labor unions are there on your advisory committee? a) none, b) 1-2, c) 2-3, d) 4-5, e) more than 5.

22. What percentage of our students who are union members would you approximate are in jobs for which your program's training qualifies them?

_____

23. Of last year's graduating class, how many of our graduates in your program were hired by companies at which your advisory committee members work? a) none, b) 1-2, c) 3-5, d) 6-10, e) more than 10.
Can you provide any examples?

_____

_____

_____

24. How many students took degrees in your program last year?_____

25. What proportion of last year's graduating class in your program area were placed in companies at which your advisory committee members work? a) 0-5%; b) 6-10%; c) about 20%; d) about one third; e) over a third (please estimate percentage).

_____

26. What proportion of last year's graduating class in your program area went on to attain further training at the university level? a) about 5%; b) about 10%; c) about 20%; d) about a third; e) over a third (please estimate percentage).

_____

27. What proportion of your program's graduating class went on to a vocational or technical school for additional training? a) about 5%; b) about 10%; c) about 20%; d) about a third; e) over a third (please estimate percentage).

_____

28. How are advisory committee members selected? Please specify the methods used.

_____

_____

_____

_____

29. What criteria are used in the selection process(es) give above? Please list in order of priority.

1)_____

2)_____

3)_____

4)_____

5)_____

6)_____

◯ More than six---See back

30. Enumerate recommendations the committee has made within the last year (since the Spring, 1974).

1)_____

2)_____

3)_____

4)_____

5)_____

◯ More than five ---See back

Which of the above have been implemented? Kindly relate how they have been put into effect.

_____

_____

_____

_____

_____

31. How is the chairman of the advisory committee chosen? _____

_____

_____

32. How often, since April, 1974, have you met with the chairman of the Advisory Committee?
a) 1-3 times; b) 4-6 times; c) 7-9 times; d) other, please specify_____

Where have you met with him? Please identify type of place_____

_____

_____

33. Do you keep files containing up-to-date occupational records of graduates in your program?

A. Yes B. No

If A, how much information do you keep on file and how far back do your files extend?

_____

_____

_____

If B, are there plans to begin such a file?

_____

34. Do you provide some form of recognition of service to those members who retire from your advisory committee?

A. Yes B. No

If A, what type of recognition?

_____

If B, are there plans to begin providing recognition?

_____

35. What important accomplishments do you feel have been brought about by your committee, especially during the past year?

_____

_____

_____

_____

_____

36. Does your advisory committee evaluate your entire curriculum?

A. Yes B. No

If A, when did this last occur, and what change(s) were made?

_____

_____

_____

_____

37. How long do your advisory committee members hold that position?

a) less than one year (specify)_____
b) one year
c) two years
d) more than two years (specify)_____
e) other, which is_____

38. Would you kindly name three committee members and furnish their addresses so that they might also provide answers to this questionnaire?

_____ _____

_____ _____

_____ _____

_____

_____

_____

Apperdix B-1 Tabulation and summary of results of questionnaire

1. 26 have regular meeting times--9-once a year
7-each quarter
5-twice a year
1-every other month

1 committee meets"as required".

Frequency of performance responses--
A-more than twice a year, B-twice a year, C-once a year
D and E categories were combined to indicate, less than once a year (The categories were not mutually exclusive.)

2. provide equipment, etc. A-12
B-1
C-4
D/E-9

3. recommend changes in curriculum A-6
B-5
C-11
D/E-5

4. legislative support seeking A-0
B-1
C-5
D/E-21

5. student scholarships fund raising A-1
B-1
C-4
D/E-21

6. industrial donations A-3
B-1
C-5
D/E-18

7. industrial field trips A-14
B-4
C-4
D/E-5

8. address students A-13
B-3
C-3
D/E-8

9. help recruit faculty A-7
B-2
C-8
D/E-10

10. help select students A-5
B-0
C-5
D/E-17

11. placement help A-14
B-1
C-8
D/E-4

12. interpret instructional program for PR A-13
B-0
C-2
D/E-12

13. committee members: less than 3:0
between 3 and 5:1
between 6 and 10:13
over 10:13

14. policy for advisory committee list of members published-
Yes-25; most said Dean of Instruction and cluster dean have such a list
No-2

15. policy to invite advisory committee members to college's functions: Yes-4
No-22
don't know-1

16. policy of news releases telling of members' accomplishments:
Yes-8
No-19

17. policy of publishing in school paper news of members' accomplishments: Yes-5
No-21
dont know-1

17a. policy to select members of advisory committee on basis of the representation they provide: Yes-26
No-1

18. # of people from community-at-large on committee:
none-20
1-3: 7

19. administrators, managers on committee:
4-6: 15
7-9: 5
more than 9: 7

20. people from professional organizations, associations:
none-6
1-3: 4
4-6: 6
7-9: 1
more than 9: 9

21. labor union people on committee:
none-23
1-2: 4

22. unintelligible data

23. # of grads last year who were placed in companies of advisory committee members: none and don't knows-10
1-2: 5
3-5: 6
6-10: 2
more than 10: 4

24. from 3-100 graduated per program last year
25. of those in #24: 0-5% got jobs in companies of advisory committee members: 8 programs
6-10%: 3 programs
20% : 1 program
1/3rd: 2 programs
over 1/3rd : 5
but 5 don't know and 1 said the question does not apply

26. of those in #24, percentage getting training at university:
5%--8
10%--3
20%--1
33%--6
over 33%: 5
none at all: 2
2 don't know

27. of those in #24, percentage going on to tech school for further training: none-18
don't know-3
5%: 4

28. selection of committee members. Comments were categorized into the following categories. Generally, each statement was interpreted to fall into one and only one category.
a) Contact of coordinator--15
b) Contact of members--13
c) industrial sources (other than members) suggest: 6
d) college staff suggest--2
e) students of program suggest--3
f) college faculty suggest--3
g) volunteers come forward--2
h) graduates suggest--1
i) past committee members suggest--1
j) high school teachers suggest--2

29. criteria for selecting committee members. (Method of #28 followed in categorizing statements and comments.)
1) knowledge of particular field--16
2) represent wide variety of businesses in field--14
3) geographic location--6
4) representation from all aspects of the community--6
5) people who supervise and hire our grads--10
6) availability, willingness to work, to render support--13
7) interest in educational program--15
8) referral--3
9) professional leadership in field or company--8
10) maintains same philosophy of program--1
11) personality compatibility

Concerning responses of questions involving categorization, the categorizing procedure was followed twice with only slight variation in categorizing.

30. recommendations of committee categorization:
1) new materials, equipment--6
2) curriculum improvement--21
3) credit changes--4
4) program expansion ~~tine~~ new, related training areas--9
5) student affairs--9
6) instructor hiring--3
7) committee affairs--3
8) public relations--5
9) others--4

Implementation responses were incorporated into determining scores on control variable.

31. selection of advisory committee chairman:
no chairman--4
elected by members--13
by consensus--1
coordinator is chairman--5
asked by coordinator-1
rotating chair-1

32. times coordinator has met with the chairman in the past year: 1-3: 6
4-6: 5
7-9: 3
more often--1
Place of meeting was incorporated into determining scores on control variable.

33. files kept by coordinator on grads:
Yes-9
No-16
Not applicable--2

34. Recognition of service to retiring members:
Yes-19, a letter of recognition from President of college mentioned
No-8

35. accomplishments of committee categorization:
1) curriculum related--14
2) PR related--7
3) student related--5
4) equipment related--6
none--2

36. evaluating program:
Yes-17
No-2

Those changes which were reported became data for incorporating into determining scores on control variable.

37. length of service on committee:
no limit of time--17
one year--1
two years--2
three years--6
designated by cooperating institution--1

Appendix B-2: Tabulation of scores on Control, Commitment variables per program

Scores per program:*	Control**	Commitment
1. (0,2,3,2,1)=	8	20
2. (0,6,6,2,2)=	16	26
3. (3,4,7,6,2)=	22	38
4. (0,4,0,3,0)=	7	16
5. (1,4,2,5,1)=	13	34
6. (2,4,1,4,3)=	14	17
7. (1,2,4,7,2)=	16	23
8. (0,2,3,3,3)=	11	38
9. (2,4,4,4,2)=	16	34
10. (0,2,0,3,2)=	7	25
11. (1,4,3,5,3)=	16	34
12. (2,6,0,7,1)=	16	31
13. (0,4,1,4,1)=	10	19
14. (1,2,3,4,5)=	15	37
15. (0,4,2,6,3)=	15	35
16. (1,4,3,2,0)=	10	19
17. (2,6,0,7,1)=	16	31
18. (2,6,6,4,0)=	18	26
19. (0,2,1,5,3)=	11	27
20. (0,2,2,3,1)=	8	19
21. (1,6,3,7,1)=	18	37
22. (0,4,1,2,5)=	12	32
23. (0,6,2,6,2)=	16	26
24. (1,4,4,5,2)=	16	27
25. (2,2,5,7,2)=	18	43
26. (1,4,5,5,4)=	19	42
27. (3,4,7,7,2)=	23	33

*Scores in parentheses are component criteria subtotals, respect, selection, grads related to industry, committee control, enforcement of committee's recommendations, respectively.

**Half point totals, possible because of the scoring method to question #26, were discarded.

Appendix C: Procedures for Scoring Commitment and Control Variables

Commitment Variable, method of scoring

Questions 2-12: 1 point if answer is D/E per question
2 points if answer is C
3 points if answer is B
4 points if answer is A
and, Question 23: no points if answer is "don't know"
2 points if answer is A
4 points if answer is B
6 points if answer is C
8 points if answer is D
10 points if answer is E

Total possible points: 54; lowest possible score: 11.

Control Variable, method of scoring

Criterion 1: respect for committee members

if answer to question 15 is yes, then 1 point
if answer to question 16 is yes, then 1 point
if answer to question 17 is yes, then 1 point
if answer to question 32 implies that the coordinator is not the committee chairman and the coordinator meets the chairman at the place of business of the chairman or where he lives, then 1 point

possible total points: 4; lowest possible score: 0.

Criterion 2: selection on basis of member's place in the business community

2 points if responses to question #28 fall under category "c"
2 points if responses to question #29 fall under category "1"
2 points if responses to question #29 fall under category "2"
2 points if responses to question #29 fall under category "5"
2 points if responses to question #29 fall under category "9"

possible total points: 10; lowest possible score: 0

Criterion 3: feeding grads into industry

if answer to question 25 is A, then 1 point
B, then 2 points
C, then 3 points
D, then 4 points
E, then 5 points
and, if answer to question 26 is A, then ½ point (don't know=0)
B, then 1 point
C, then 1½ points
D, then 2 points
E, then 2½ points
½ points were discounted in tallying.
possible total points: 7; lowest possible score: 0.

Criterion 4: industry's control of the advisory committee

if the answer to question 13 is C or D, then 1 point
if answer to question 19 is C, then 1 point; D or E, then 2 points
if answer to question 20 is C, then 1 point; D or E, then 2 points
if answer to question 21 is B, then 2 points (There were no answers beside A and B for this question.)
if answer to question 31 is that the chairman of the committee is elected, and is not the program's coordinator,*then 2 points
if answer to question 31 is that the chairman of the committee is put on a rotating chair position, then 1 point
if answer to question 31 is that the chairman of the committee is elected, but there is not one just now, then 1 point

Although the possible total of points theoretically could be higher than 7, it was reasoned that this criterion is no more important than criterion 3. Once a program's total points for this criterion hit 7, no more points were added on.

possible total of points: 7; lowest possible score: 0 (if no answers were provided).

Criterion 5: enforcement of committee's recommendations

1 point for each recommendation listed in question 30, if recommendation was claimed to be presently in effect with a maximum of 6 points possible
1 point for recommendation listed in question 36, if recommendation was claimed to be a change in the program already in effect

possible total of points 7; lowest possible score: 0.

*and implication made that there is presently a chairman

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